

# Classroom Management STOIC Checklist

| Variables  | Questions to guide discussion   | Y                               | N                               | Comments |
|--|---|---------------------------------|---------------------------------|----------|
| <b>S</b> tructure/<br>Organize the<br>classroom for<br>success.  | 1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?<br>2. Can you and your students access materials and the pencil sharpener without disturbing others?<br>3. Does the schedule create consistency, variety, and opportunities for movement?<br>4. Do you have effective beginning and ending routines?<br>5. Have you defined clear expectations for instructional activities?<br>6. Have you defined clear expectations for transitions between activities? | Y<br>Y<br>Y<br>Y<br>Y<br>Y      | N<br>N<br>N<br>N<br>N<br>N      |          |
| <b>T</b> each<br>students how to<br>behave responsibly<br>in the classroom.  | 1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?<br>2. Have you created lessons and explicitly taught expectations for classroom routines and policies?<br>3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)  | Y<br>Y<br>Y                     | N<br>N<br>N                     |          |
| <b>O</b> bserve<br>student behavior<br>(supervise!).   | 1. Do you circulate and scan as a means of observing/monitoring student behavior?<br>2. Do you model friendly, respectful behavior while monitoring the classroom?<br>3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?   | Y<br>Y<br>Y                     | N<br>N<br>N                     |          |
| <b>I</b> nteract<br>positively with<br>students.   | 1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?<br>2. Do you provide age-appropriate, non-embarrassing feedback?<br>3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?  | Y<br>Y<br>Y                     | N<br>N<br>N                     |          |
| <b>C</b> orrect<br>irresponsible<br>behavior fluently—<br>that is, in a manner<br>that does not<br>interrupt the flow<br>of instruction. | 1. Do you correct consistently?<br>2. Do you correct calmly?<br>3. Do you correct immediately?<br>4. Do you correct briefly?<br>5. Do you correct respectfully?<br>6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?<br>7. Do you have a plan for how to respond to different types of misbehavior fluently?  | Y<br>Y<br>Y<br>Y<br>Y<br>Y<br>Y | N<br>N<br>N<br>N<br>N<br>N<br>N |          |